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ABSTRACT

An evaluation checklist is provided for assessing a school's strengths and weaknesses relative to the safety and security of buildings and grounds, as well as assessing development and enforcement of policies, the presence of intervention and prevention plans, staff development, parent and community involvement, opportunities for student involvement, development of a crisis management plan, and the standards for security personnel. Advice on audit protocol and procedure is included along with guidelines on conducting school safety audits. (GR)

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CHECKLIST FOR THE SAFETY AND SECURITY OF BUILDINGS AND GROUNDS

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Available at:

http://www.pen.k12.va.us/VDOE/Instruction/schoolsafety/checklis.html

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CHECKLIST FOR THE SAFETY AND SECURITY OF

BUILDINGS AND GROUNDS

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to safety and security of buildings and grounds. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
SCHOOL EXTERIOR AND PLAY AREAS				
School grounds are fenced. If yes, approximate height _____				
Gates are secured by good padlock and chains after hours.				
Drug-free zone signs are posted.				
Signs are posted for visitors to report to main office through a designated entrance.				
Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'-0" rule)				
All poisonous shrubs, trees, and foliage have been removed.				
Boundary edges are free from trees and telephone poles.				
Bus loading and drop-off zones are clearly defined.				
Access to bus loading area is restricted to other vehicles during loading/unloading.				
Staff are assigned to bus loading/drop off areas.				

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
Parent drop-off and pick-up area is clearly defined.				
There is adequate lighting around the building.				
Lighting is provided at entrances and other points of possible intrusion.				
The school ground is free from trash or debris.				
The school is free of graffiti.				
Play areas are fenced.				
Good visual surveillance of play equipment is possible.				
Vehicular access to play areas is restricted.				
Playground equipment has tamper-proof fasteners.				
Visual surveillance of bicycle racks is possible.				
Visual surveillance of parking lots from main office is possible.				
Accessible lenses are protected by some unbreakable material.				
All areas of school buildings and grounds are accessible to patrolling security vehicles.				
Driver education vehicles are secure.				
Students are issued parking stickers for assigned parking areas				
Student access to parking area is restricted to arrival and dismissal times.				

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
Outside hardware has been removed from all doors except at points of entry.				
Ground floor windows: - no broken panes, - locking hardware in working order				
Basement windows are protected with grill or well cover.				
If campus style, doors are locked when classrooms are vacant.				
There is a central alarm system in the school. If yes, brief description: _____ _____				
High-risk areas (office, cafeteria, computer room, music room, shops, labs) are protected by high security locks and an alarm system.				
Unused areas of the school can be closed off during after school activities.				
There is two-way communication between: Classroom and main office, Duty stations and main office, and Relocatable classrooms and main office.				
Students are restricted from loitering in corridors, hallways, and restrooms.				
"Restricted" areas are properly identified.				
Students are issued I.D. badges.				
There are written regulations restricting student access to school grounds and buildings.				

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
Entrances to school property can be observed from the school and are adequately secured after hours.				
Parking area has been designated for students who must leave school during regular hours to begin work.				
SCHOOL INTERIOR				
The entrance lobby is visible from the main office.				
Multiple entries to the building are controlled and supervised.				
Visitors are required to sign in.				
There is only one clearly marked and designated entrance for visitors.				
Proper identification is required of vendors, repairmen.				
Visitors are issued I.D. cards or badges.				
The hallways are properly lighted for safety.				
Bathrooms are properly lighted.				
Bathrooms are supervised by staff.				
The bathroom walls are free of graffiti.				
Doors accessing internal courtyards are securely locked.				
Stairwells are properly lighted.				
Exit signs are clearly visible and pointing in the correct direction.				

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
Switches and controls are properly located and protected.				
The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.				
Directional lights are aimed at the building.				
Access to electrical panels is restricted.				
Mechanical rooms and other hazardous storage areas are kept locked.				
School files and records are maintained in locked, vandal proof, fireproof containers or vaults.				
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of he school.				
If a classroom is vacant, students are restricted from entering the room alone.				
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.				
Students are required to have written permission to leave school during school hours.				
Full and part-time staff including bus drivers are issued I.D. cards or other identification.				
There are written regulations regarding access and control of school personnel using the building after school hours.				
Staff members who remain after school hours are required to sign out.				

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
Faculty members are required to lock classrooms upon leaving.				
One person is designated to perform the following security checks at the end of day: - Check that all classrooms and offices are locked, - Check all restrooms, locker rooms to assure that no one is hiding, - Check all exterior entrances to assure that they are locked, - Check all night lights to assure that they have been turned on, and - Check the alarm system to assure that it is functioning properly.				
The telephone numbers of the principal or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.				
Law enforcement personnel and/or community residents monitor school grounds after school hours.				
All school equipment is permanently marked with an Identification Number.				
An up-tp-date inventory is maintained for all expendable school supplies.				
Secure storage is available during and after school for valuable items.				
There is a policy for handling cash received at the school.				
There is regular maintenance and/or testing of the entire security alarm system at least every six months.				

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
MISCELLANEOUS				
There is a schedule for maintenance for checking the following: - lights, - locks/hardware, - storage sheds, portable classrooms.				
There is a control system in place to monitor keys and duplicates.				
Exterior light fixtures are securely mounted.				
Mechanical rooms and hazardous storage areas are locked.				
Fire drills are conducted as required by the Code of Virginia (22.1-137)				
A record of health permits is maintained.				
A record of Fire Inspection by the local or state Fire Officer is maintained.				
Where does vandalism, if present, take place? Check all that apply. Classrooms _____ Hallways _____ Toilets _____ Locker rooms _____ Play areas _____ Other _____				

During what period of the day does vandalism occur? Check all that apply Before school _____ After school _____ During school hours _____ Weekends _____	

SAFETY AND SECURITY OF BUILDINGS AND GROUNDS	YES	NO	IMPLEMENT	IMPROVE
If present, where do assault and battery incidents take place? During what period of the day do these incidents happen? Check all that apply. Before school _____ After school _____ Change of class _____ Lunch period _____ Other _____				

CHECKLIST FOR THE DEVELOPMENT AND ENFORCEMENT OF POLICIES

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to development and enforcement of policies. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

DEVELOPMENT AND ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT	IMPROVE
The Student Conduct Policy is reviewed and updated annually.				
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.				
The school has a Crisis Management Plan in effect that is reviewed and updated annually.				
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.				
The school has implemented pro-active security measures on campus, at school sponsored activities, and on all school property (i.e., school buses).				
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.				
Parents are an integral part of student discipline procedures and actions.				
Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.				

DEVELOPMENT AND ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT	IMPROVE
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.				
The policy provides a system whereby staff and students may report problems or incidents anonymously.				
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.				

CHECKLIST FOR THE PROCEDURES FOR DATA COLLECTION

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to procedures for data collection. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

PROCEDURES FOR DATA COLLECTION	YES	NO	IMPLEMENT	IMPROVE
Violations of state and federal law are reported to law enforcement.				
An incident reporting procedure for disruptive incidents has been established.				
Records or data have been established and are analyzed to identify recurring problems.				
Accident reports are filed when a student is injured on school property or during school-related activities.				
The incident reporting system is reviewed and updated annually.				

CHECKLIST FOR INTERVENTION AND PREVENTION PLANS

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to intervention and prevention programs. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

INTERVENTION AND PREVENTION PLANS	YES	NO	IMPLEMENT	IMPROVE
Students have access to conflict resolution programs.				
Students are assisted in developing anger management skills.				
Diversity awareness is emphasized.				
Programs are available for students who are academically at-risk.				
Students may seek help without the loss of confidentiality.				
Students and parents are aware of community resources.				

CHECKLIST FOR STAFF DEVELOPMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to staff development. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

STAFF DEVELOPMENT	YES	NO	IMPLEMENT	IMPROVE
The principal and administrative staff maintain a highly visible profile.				
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.				
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan.				
Administrators and staff are trained in personal safety.				
School security officers (NOT law enforcement) receive inservice training for their responsibilities.				
School Resource Officers (law enforcement) receive inservice training for their responsibilities.				
School volunteers receive training to perform their duties.				
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.				
STAFF DEVELOPMENT	**YES**	**NO**	**IMPLEMENT**	**IMPROVE**
School safety and violence prevention information is regularly provided as part of a school or system-wide staff development plan.				
Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers.				

CHECKLIST FOR OPPORTUNITIES FOR STUDENT INVOLVEMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to opportunities for student involvement. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

OPPORTUNITIES FOR STUDENT INVOLVEMENT	YES	NO	IMPLEMENT	IMPROVE
Students are represented on the School Safety Team.				
The school provides opportunities for student leadership related to violence prevention and safety issues.				
The school provides adequate recognition opportunities for all students.				
Students are provided encouragement and support in establishing clubs and programs, etc., with a safety focus.				
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations, etc.).				

CHECKLIST FOR THE LEVEL OF PARENT AND COMMUNITY INVOLVEMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to level of parent and community involvement. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

LEVEL OF PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT	IMPROVE
Evidence suggests that the community supports the school's programs and activities that teach safety and non-violence.				
School activities, services, and curricula reflect the characteristics of the students and the community.				
School safety planning reflects the neighborhood, including crime and hazardous conditions.				
Parents are an integral part of the school's safety planning and policymaking.				
Parents are aware of behavioral expectations and are informed of changes in a timely manner.				
Local businesses and other community groups are involved in the school's safety planning.				

CHECKLIST FOR THE ROLE OF LAW ENFORCEMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to the role of law enforcement. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

ROLE OF LAW ENFORCEMENT	YES	NO	IMPLEMENT	IMPROVE
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.				
Law enforcement personnel are an integral part of the school's safety planning process.				
The school has developed an effective partnership with local law enforcement.				
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.				
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.				
Local law enforcement provides after hours patrols of the school site.				

CHECKLIST FOR THE DEVELOPMENT OF A CRISIS MANAGEMENT PLAN

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to the development of a crisis management plan. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

DEVELOPMENT OF A CRISIS MANAGEMENT PLAN	YES	NO	IMPLEMENT	IMPROVE
The school has a Crisis Management Plan.				
The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.				
Categories listed in the plan should include, but may not be limited to, the following: Natural Disasters Accidents Acts of Violence Death				

CHECKLIST FOR STANDARDS FOR SECURITY PERSONNEL

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to standards for security personnel. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

STANDARDS FOR SECURITY PERSONNEL	YES	NO	IMPLEMENT	IMPROVE
This school does employ security personnel.				
Pre-employment background checks are conducted for security personnel.				
School security personnel meet a standard for training and qualifications comparable to those outlined in §9-183, *Code of Virginia*.				

Security personnel have clearly defined roles and responsibilities.				
Security personnel are involved in the school's safe school planning process.				
Security personnel are knowledgeable about youth service providers, both in and out of the school.				
Security personnel have powers of arrest on school property.				

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